



Take the first **STEP** towards your future

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2/27/2026

History of STEP



2009-2018 - Creation of Step into College

Counseling 1: Introduction to College course (1 unit)

- 3 - 6 sections each summer using a co-teaching, short-term high impact facilitation model
- Goal was to help more new first-time college students integrate into college life and increase retention and persistence rates

2018 Mt. SAC Implementation of the California Promise

- Goal was to scale the onboarding of at least 1,000 first-time freshman each summer through two unique learning opportunities
 - Students would have to complete either Summer Bridge or STEP to earn benefits of “Promise Plus”
 - Free or reduced books, supplies, technology loans (laptop/hotspot), early registration
 - 250 students through Summer Bridge
 - 6- week learning community capped at 250 students, designed for students to stay in program for first year of college
 - Application required
 - 750+ students through STEP
 - 2-week program, no separate application, accepted all students who registered for COUN 1 summer course



+6,000

students have
completed STEP

STEP

Through the Years



37 sections

1090

students

25 sections

740 students

6 sections

180 students

3 sections

90 students

Goal Achieved!

2025

2019

2018

2010



What Makes STEP So Great?

Excellent training and materials provided to counselors

- Uses brain-based teaching strategies and equity best practices.
- Based on ACUE, Training from the Back of the Room, and CVC Rubric
- Lessons are designed around building connection and community.



Focused on helping students feel at home on Mt. SAC Campus

- Excellent partnerships with Mt. SAC Resources, Academic Support, and Special Programs.
- All Students will know a Mt. SAC counselor, so they have a go-to person if they need help.
- Provides a warm handoff to Promise Plus and all other special programs on campus.

Focus on creating a Mt. SAC Education Plan meeting new Title 5 Regulations

- Students put English and Math classes in the first year of their ed plan.
- Students tour the campus and find locations for their fall classes, as well as parking.
- Cal-GETC, AA-Ts and AS-Ts are encouraged for transfer.
- Help students learn about and apply for Transfer Success Pathways for the CSUs, and TAG for the UCs.



Students:
Move
Talk
Write
Draw
Have Fun!

Future plans: Fall STEP and STEP “flavored” by major and/or population

STEP Curriculum is flexible to mold for special populations or majors, where special program counselors can build community through the fall STEP class, increasing retention within the programs and the major.

Mt. SAC Goals & STEP



- **Guided by Student Equity Plan**
 - Scale to meet the needs of all Mt. SAC students
 - Goals to close equity gaps
- **Utilizes the Guided Pathways framework**
 - CliftonStrengths codes provided by GPS Grant
- **Focused on Mt. SAC Vision 2035**
 - Utilizing Healing Centered Engagement
 - Encompassing the Mt. SAC's Culture of Care
 - Embeds Asset-Based Learning
- **Faculty coordinated and delivered**
 - All COUN 1 STEP classes taught by Counseling Faculty
 - Campus-wide faculty support
 - Universal Design Learning



STEP Helps Mt. SAC Meet It's Equity Goals

METRIC 1:

SUCCESSFUL ENROLLMENT

METRIC 2:

COMPLETION OF TRANSFER LEVEL

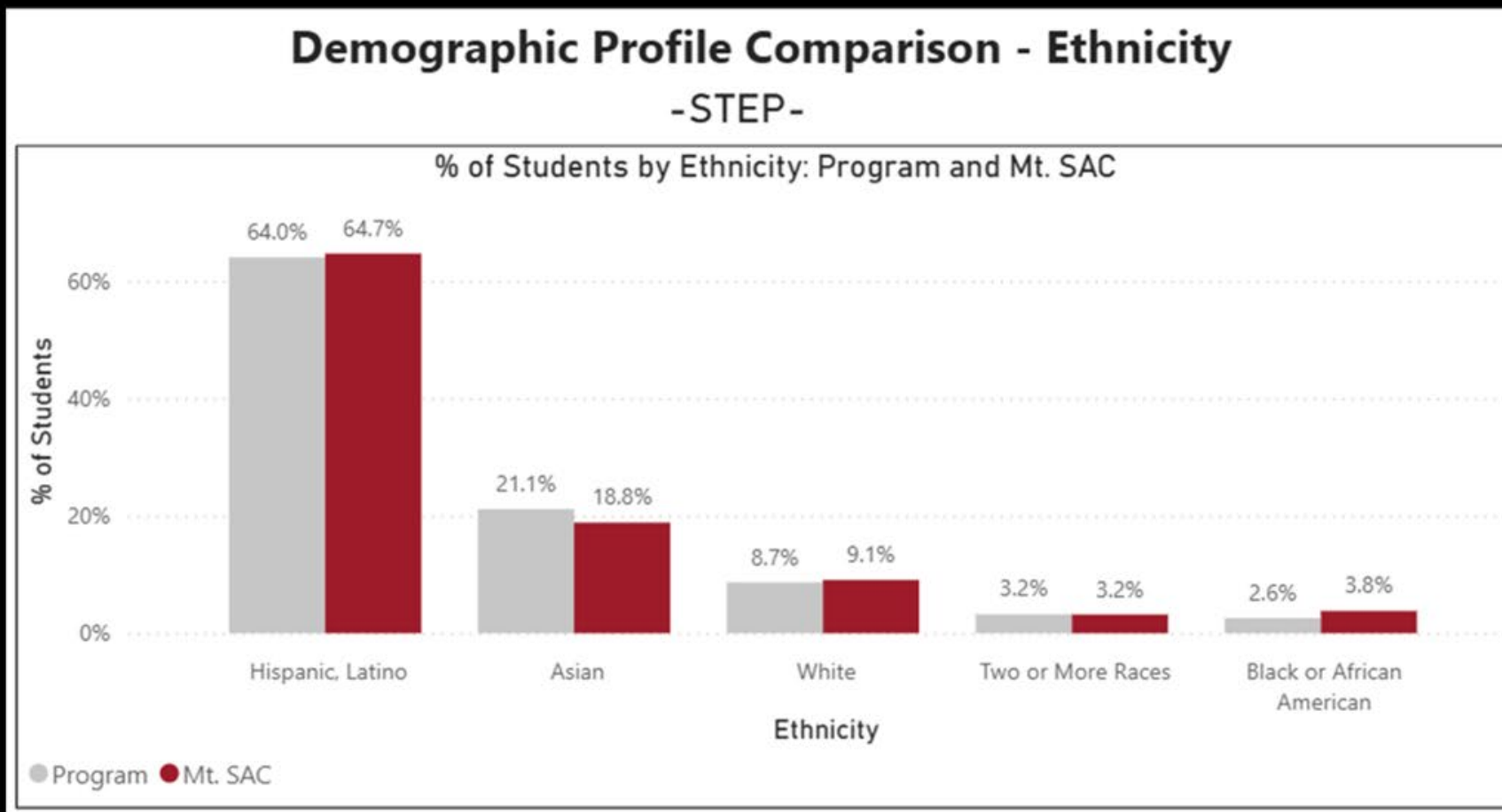
MATH AND ENGLISH IN YEAR 1

METRIC 3:

PERSISTENCE FALL to SPRING



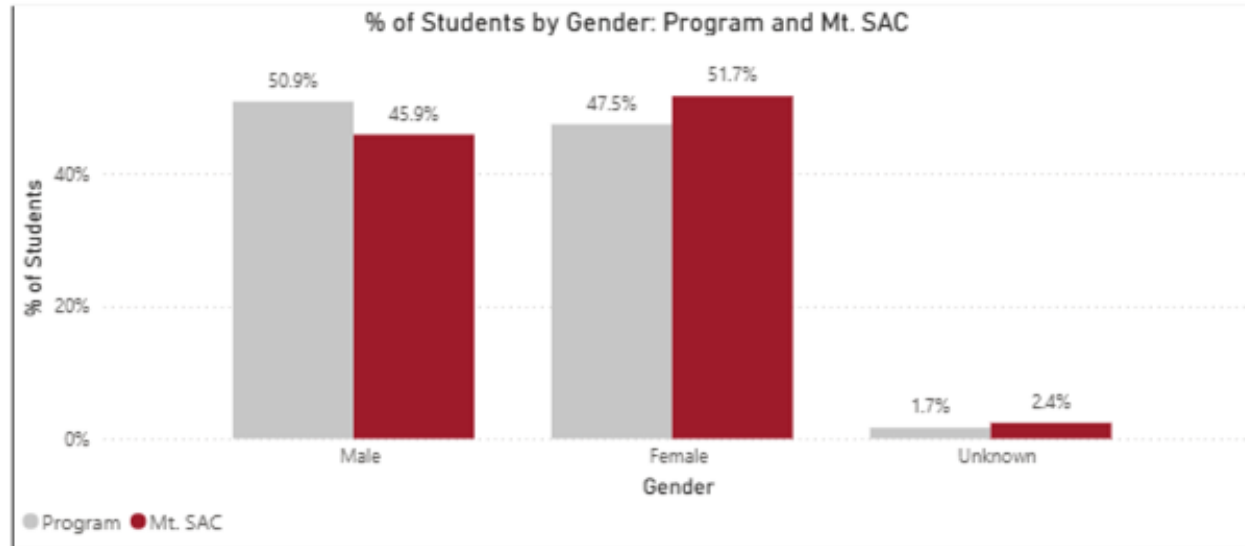
STEP Demographics match Mt. SAC



Participation in STEP significantly benefits every demographic group

Demographics by Gender

Demographic Profile Comparison - Gender -STEP-



Term

- ☒ Select all
- ☐ Fall 2021
- ☐ Fall 2022
- ☒ Fall 2023
- ☐ Fall 2024

Program ①

Multiple selections ▼

Program Credit Students

Gender	Selected Program	Selected Program %
Female	485	47.5%
Male	520	50.9%
Unknown	17	1.7%
Total	1022	100.0%

Mt. SAC Credit Students

Gender	Mt. SAC	Mt. SAC %
Female	14725	51.7%
Male	13076	45.9%
Unknown	686	2.4%
Total	28487	100.0%

Note: Groups with less than 10 students are not shown. Therefore, the percentage totals may not equal 100%.

Metric 1: Successful Enrollment

SUCCESSFUL ENROLLMENT DATA						
Student Population	Successful Enrollment % of students for 2022-23 (Baseline Year)	Successful Enrollment # of students for 2022-23 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	17.6%	4,952	N/A	N/A	N/A	N/A
DI: Black or African American students	13.6%	153	2.2%	25	4.2%	47
DI: White students	4.4%	446	19.3%	2,052	21.3%	2,265
+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL): Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. If there are no additional student populations, please proceed to the next step.						

**The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.*

Metric 1: Successful Enrollment

STEP Into Success

In 2025, 97% of STEP students enrolled in the Fall



	SUCCESS	RETENTION
2025	92%	95%
2024	91%	96%
2023	92%	98%



Metric 2: Completion Math and English

COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH DATA						
Student Population	% of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	# of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	17.6%	1,091	N/A	N/A	N/A	N/A
DI: Black or African American	9.5%	18	4.2%	8	8.3%	16
DI: Hispanic or Latinx	13%	511	10.7%	422	12.7%	499
DI: DSPS	12.6%	52	1.9%	7	5.3%	19
DI: Economically Disadvantaged	16.9%	681	0%	2	2.1%	82
DI: First-generation College	13.9%	363	4.5%	119	6.5%	170
+ ADD ADDITIONAL STUDENT POPULATION(S) <u>(OPTIONAL)</u>: Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. If there are no additional student populations, please proceed to the next step.						

**The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: [Data Vista: Data View - Single Metric – NSA Students](#)*

Transfer English & Math Completion in Year 1

Difference in Completion: **+15.1%**

Overall STEP
English & Math
Completion

35.0 %

Overall Mt.
SAC English &
Math
Completion

20.1%

DI Populations

Completion English and Math in Year 1

Overall Difference in Completion: +15.1%

[Return](#)

Transfer English & Math in Year One - Ethnicity -STEP-

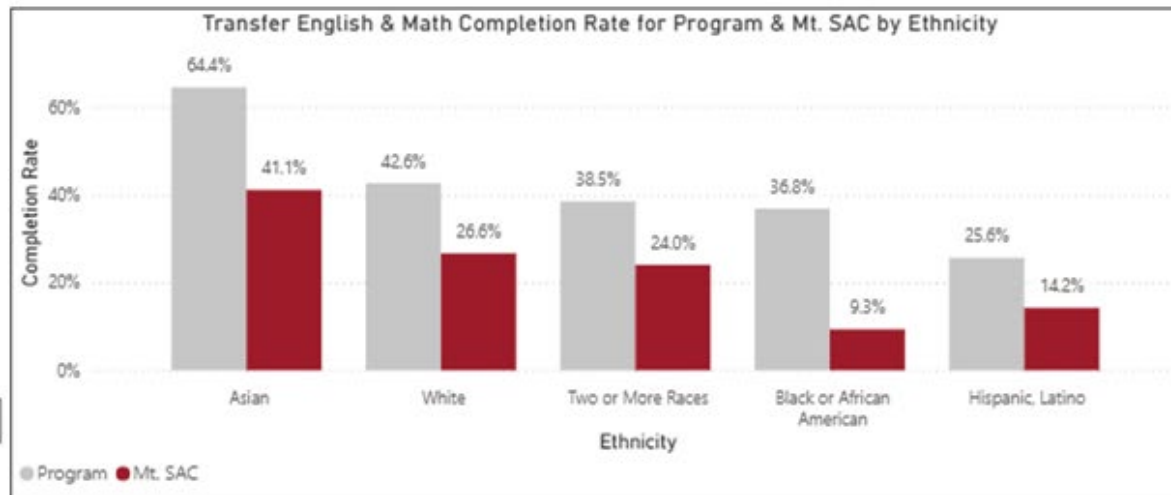
Overall Program Completion
35.6%

Overall Mt. SAC Completion
20.1%

Percentage Point Difference in Completion
15.5%

Overall Rates: [Show](#) [Hide](#)

[Click for Rates & Gaps](#)



Academic Year

☐ Select all

☐ 2021 - 2022

☐ 2022 - 2023

☒ 2023 - 2024

☐ 2024 - 2025

Gender

☐ Select all

☐ Female

☐ Male

☐ Unknown

Program ⓘ

Multiple selections [v](#)

Program Credit Students			
Ethnicity	Students	Completion #	Completion %
Asian	180	116	64.4%
Black or African American	19	7	36.8%
Hispanic, Latino	574	147	25.6%
Two or More Races	26	10	38.5%
White	68	29	42.6%
Total	867	309	35.6%

Mt. SAC Credit Students			
Ethnicity	Students	Completion #	Completion %
Asian	954	392	41.1%
Black or African American	161	15	9.3%
Hispanic, Latino	3640	517	14.2%
Two or More Races	150	36	24.0%
White	402	107	26.6%
Total	5307	1067	20.1%

Note: Groups of less than 10 students are not shown. Therefore, the total Program Completion Rate (in table) may not match Overall Program Completion Rate in grey and white card (top left). The same applies for the Mt. SAC rates in table and red and white card.

Note: Groups are highlighted in red if disproportionate impact (DI) exists.

DI Populations

Completion English and Math in Year 1

Overall Difference in Completion: +15.1%

STEP
Black or African
American

36.0 %

Completion
Math and English

Black or
African
American
+26.7%

Overall
Black or African
American

9.3%

Persistence
Fall to Spring

STEP
Hispanic or
Latinx

25.6 %

Completion
Math and English

Hispanic
or Latinx
+11.4%

Overall
Hispanic or Latinx

14.2%

Persistence
Fall to Spring

STEP
ACCESS

23.7%

Completion
Math and English

ACCESS
+8.6%

Overall
DSPS

15.1 %

Persistence
Fall to Spring

STEP
First Generation

22.1 %

Completion
Math and English

1st Gen
+7.8%

Overall
First Generation

14.3 %

Persistence
Fall to Spring

2023 -2024

Metric 3: Persistence 1st term to 2nd term

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM DATA						
Student Population	Persistence % of students for 2021-22 (Baseline Year)	Persistence # of students for 2021-22 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	73.7%	3,937	N/A	N/A	N/A	N/A
DI: Black or African American	56.5%	104	10.7%	20	17.8%	33
DI: White	64.7%	348	6.1%	33	10.1%	55
DI: Hispanic Male	71.8%	1,122	0.5%	9	2.8%	44
DI: First-generation College	69.1%	1,557	6%	136	8.1%	182
DI: Foster Youth	51.8%	57	13.1%	15	22.4%	25
DI: LGBT	68.2%	274	1.4%	6	6%	25
+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL): Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. If there are no additional student populations, please proceed to the next step.						

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Impact: Persistence Fall to Spring

Difference in Persistence: **+20.3%**

Overall STEP
Fall to Spring
Persistence

87.0 %

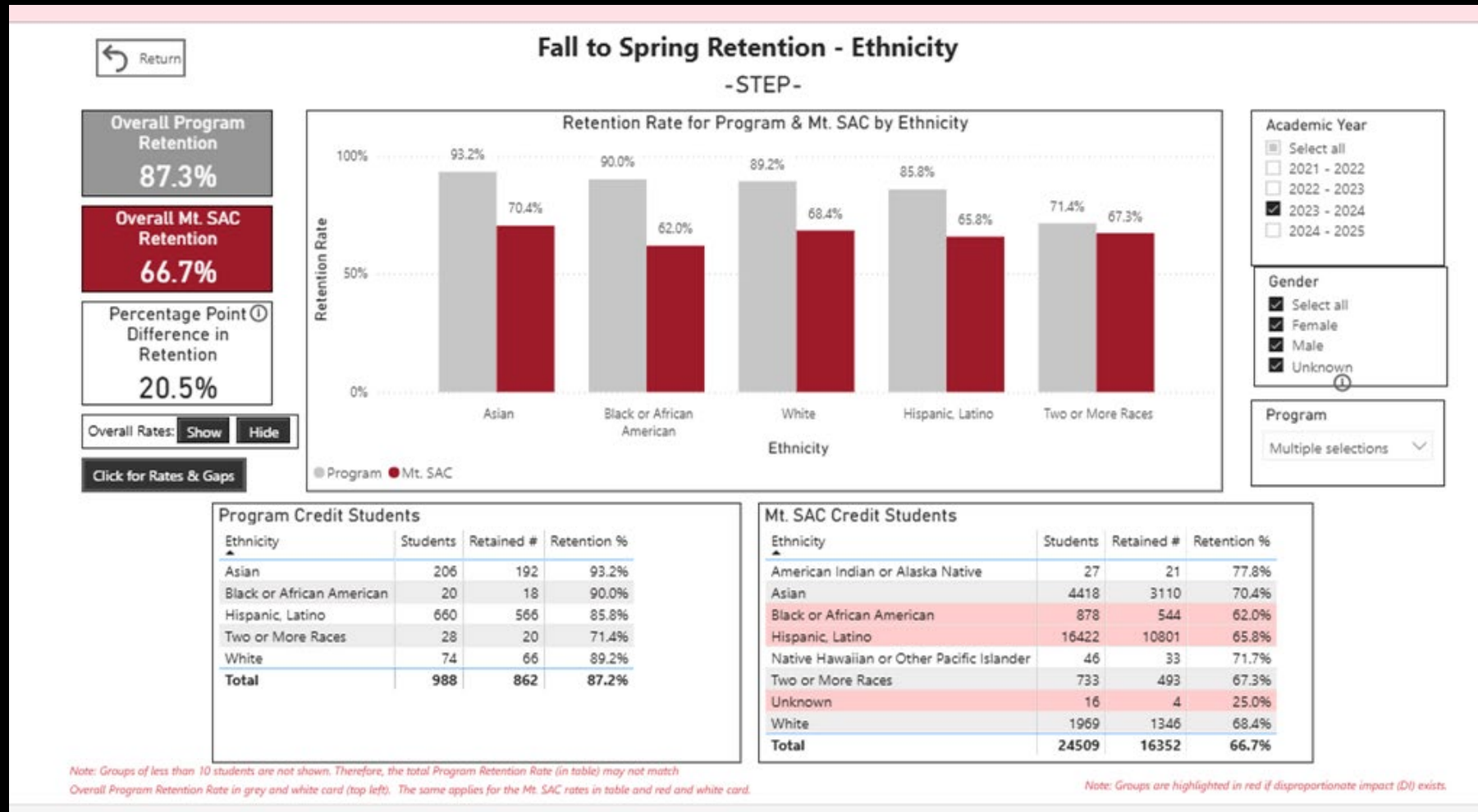
Overall Mt.
Fall to Spring
Persistence

66.7%

DI Populations

Fall to Spring Persistence

Overall Difference in Persistence: +20.3%



DI Populations

Retention Fall to Spring

Overall Difference in Persistence: **+20.3%**

STEP
Black or African
American

90.0 %

Persistence
Fall to Spring

**Black or
African
American
+20.4%**

Overall
Black or African
American

70.4%

Persistence
Fall to Spring

STEP
Hispanic or
Latinx

85.8 %

Persistence
Fall to Spring

**Hispanic
or Latinx
+20%**

Overall
Hispanic or Latinx

65.8%

Persistence
Fall to Spring

STEP
ACCESS

85.7 %

Persistence
Fall to Spring

**ACCESS
+9%**

Overall
DSPS

76.0 %

Persistence
Fall to Spring

STEP
First Generation

87.0 %

Persistence
Fall to Spring

**1st Gen
+21%**

Overall
First Generation

66.0 %

Persistence
Fall to Spring

2023 -2024



New in 2026 Grant Funding and Research



- GPS provided \$50,000 to support the purchase of Strengths Training and Codes.
- Pre and Post Survey in Qualtrics to evaluate the STEP program.
- We may invite students to share written assignments about strengths with researchers for qualitative study.
- Faculty will also be surveyed about their experience with Strengths.
- Plan to offer Strengths Codes for at least **3 consecutive summers** to measure results.

Why CliftonStrengths?

Aligns with the Student Equity Plan, Mt. SAC Vision 2035, and GPS

Asset-based

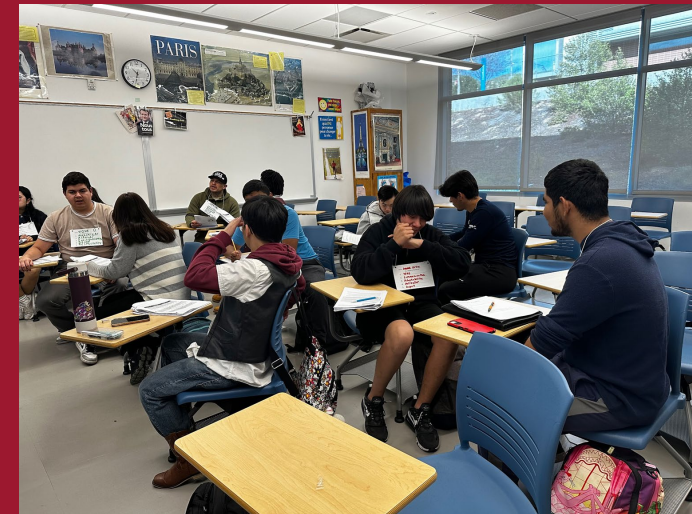
Asset-based and focused on the unique talents of each student. Research shows positive impact on retention and persistence. Use talents to overcome challenges and make goals.

Culture of Care

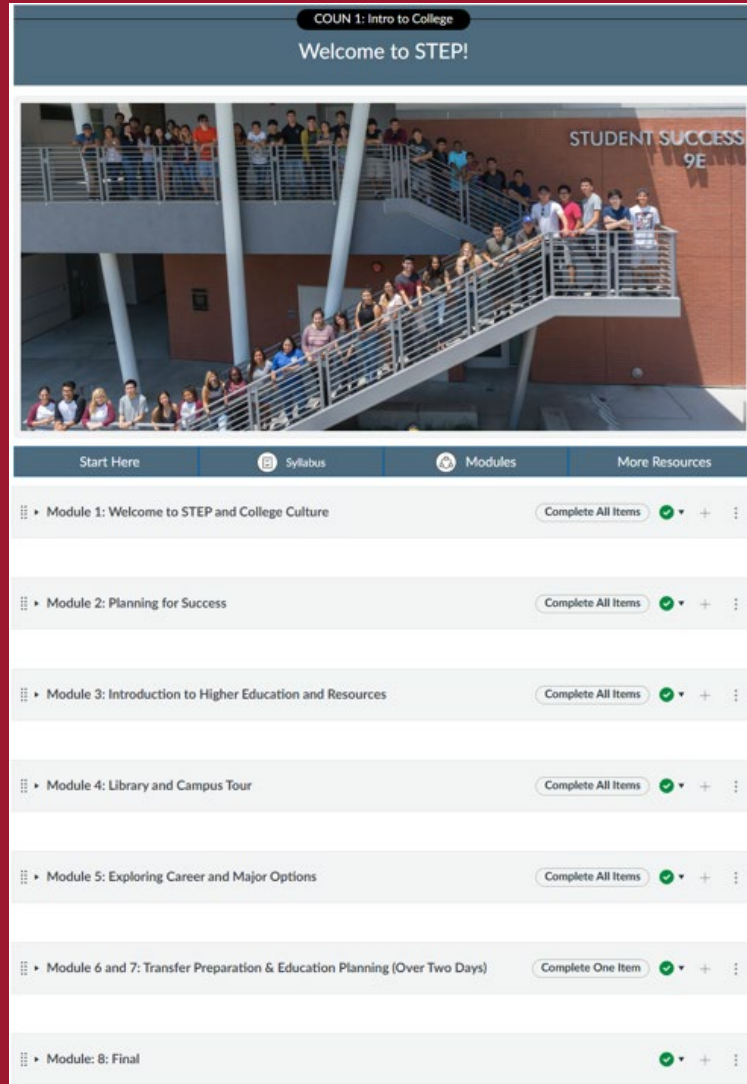
Welcoming, Inclusive, Safe, Supportive Environment, Curriculum. Universally Designed and malleable to adjust to population and/or major

Healing Centered Engagement

Answers the question: What is right with you?
Focus on Wellbeing



STEP 2026 Course Shell



Topics

1. Welcome to Class
2. Options in Higher Education
3. Building Strengths
4. Exploring Majors and Careers
5. Education Planning
6. Tour and Resources
7. Strengths and Decision Making
8. Review and Final

STEP Session 1: June 22nd July 2nd

Classes Mondays - Thursdays



Current STEP schedule

COUN 1											
1	Coun 1			M-T-W-TH	8:00am - 10:05am		1		STEP	2 wks	JUNE 22 - JULY 5
2	Coun 1			M-T-W-TH	8:00am - 10:05am		2		STEP	2 wks	JUNE 22 - JULY 5
3	Coun 1			M-T-W-TH	8:00am - 10:05am		3		STEP	2 wks	JUNE 22 - JULY 5
4	Coun 1			M-T-W-TH	10:15am - 12:20pm		4		STEP	2 wks	JUNE 22 - JULY 5
5	Coun 1			M-T-W-TH	10:15am - 12:20pm		5		STEP	2 wks	JUNE 22 - JULY 5
6	Coun 1			M-T-W-TH	1:00pm - 3:05pm		6		STEP	2 wks	JUNE 22 - JULY 5
7	Coun 1			M-T-W-TH	1:00pm - 3:05pm		7		STEP	2 wks	JUNE 22 - JULY 5
8	Coun 1			M-T-W-TH	1:00pm - 3:05pm		8		STEP	2 wks	JUNE 22 - JULY 5
9	Coun 1			M-T-W-TH	5:00pm - 7:05pm		9		STEP	2 wks	JUNE 22 - JULY 5
10	Coun 1			Asynch	WEB	ONLINE	10		STEP	2 wks	JUNE 22 - JULY 5
11	Coun 1			Asynch	WEB	ONLINE	11		STEP	2 wks	JUNE 22 - JULY 5
12	Coun 1			Asynch	WEB	ONLINE	12		STEP	2 wks	JUNE 22 - JULY 5
13	Coun 1			M/W & Arranged Hrs	10:15am - 12:20pm		13		STEP	2 wks	JUNE 22 - JULY 5
14	Coun 1			T/TH & Arranged Hrs	10:15am - 12:20pm		14		STEP	2 wks	JUNE 22 - JULY 5
15	Coun 1			M/W & Arranged Hrs	5:00pm - 7:05pm		15		STEP	2 wks	JUNE 22 - JULY 5
16	Coun 1			T/TH & Arranged Hrs	5:00pm - 7:05pm		16		STEP	2 wks	JUNE 22 - JULY 5

STEP Session 2: July 13th - July 23rd



17	Coun 1			M-T-W-TH	8:00am - 10:05am		17		STEP	2 wks	JULY 13 - JULY 26
18	Coun 1			M-T-W-TH	8:00am - 10:05am		18		STEP	2 wks	JULY 13 - JULY 26
19	Coun 1			M-T-W-TH	8:00am - 10:05am		19		STEP	2 wks	JULY 13 - JULY 26
20	Coun 1			M-T-W-TH	10:15am - 12:20pm		20		STEP	2 wks	JULY 13 - JULY 26
21	Coun 1			M-T-W-TH	10:15am - 12:20pm		21		STEP	2 wks	JULY 13 - JULY 26
22	Coun 1			M-T-W-TH	1:00pm - 3:05pm		22		STEP	2 wks	JULY 13 - JULY 26
23	Coun 1			M-T-W-TH	1:00pm - 3:05pm		23		STEP	2 wks	JULY 13 - JULY 26
24	Coun 1			M-T-W-TH	1:00pm - 3:05pm		24		STEP	2 wks	JULY 13 - JULY 26
25	Coun 1			M-T-W-TH	5:00pm - 7:05pm		25		STEP	2 wks	JULY 13 - JULY 26
26	Coun 1			Asynch	WEB	ONLINE	26		STEP	2 wks	JULY 13 - JULY 26
27	Coun 1			Asynch	WEB	ONLINE	27		STEP	2 wks	JULY 13 - JULY 26
28	Coun 1			Asynch	WEB	ONLINE	28		STEP	2 wks	JULY 13 - JULY 26
29	Coun 1			M/W & Arranged Hrs	10:15am - 12:20pm		29		STEP	2 wks	JULY 13 - JULY 26
30	Coun 1			T/TH & Arranged Hrs	10:15am - 12:20pm		30		STEP	2 wks	JULY 13 - JULY 26
31	Coun 1			M/W & Arranged Hrs	5:00pm - 7:05pm		31		STEP	2 wks	JULY 13 - JULY 26
32	Coun 1			T/TH & Arranged Hrs	5:00pm - 7:05pm		32		STEP	2 wks	JULY 13 - JULY 26

Specialized STEP Classes



COUN 1H - STEP FOR HONORS

33	Coun 1H			M-T-W-TH	9:00am - 11:05am		1		STEP/HONORS	2 wks	JUNE 22 - JULY 5
34	Coun 1H			M-T-W-TH	9:00am - 11:05am		2		STEP/HONORS	2 wks	JULY 13 - JULY 26

COUN 1 - STEP FOR ACCESS

35	Coun 1			M-T-W-TH	10:15am - 12:20pm		33		ACCESS	2 wks	JULY 13 - JULY 26
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COUN 1 - STEP FOR DREAM

36	Coun 1			M-T-W-TH	1:00pm - 3:05pm		42		DREAM	2 wks	JULY 13 - JULY 26
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COUN 1 - STEP FOR EOPS

37	Coun 1			M-T-W-TH	10:15am - 12:20pm		43		REACH/NEXTUP	2 wks	JUNE 22 - JULY 5
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More specialized sections will be added

How can you help?

Support the mission and goals of STEP

STEP should be faculty driven and an integral part of Counseling and Student Educational Planning under Title 5

Provide Funding & Support

Funding is needed to continue to update and grow the program including coordination, staffing, and supplies. Parking passes for volunteers, email addresses etc. Advocate for Fall STEP Classes.

Promote STEP

Help promote across campus and in the community, not as an alternative to Bridge but as one of Mt. SAC's summer opportunities for success

Thank you!

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&

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Data in this presentation is from: <https://mtsac0.sharepoint.com/SitePages/Dashboards-for-SEAP-Instruction-Programs.aspx>